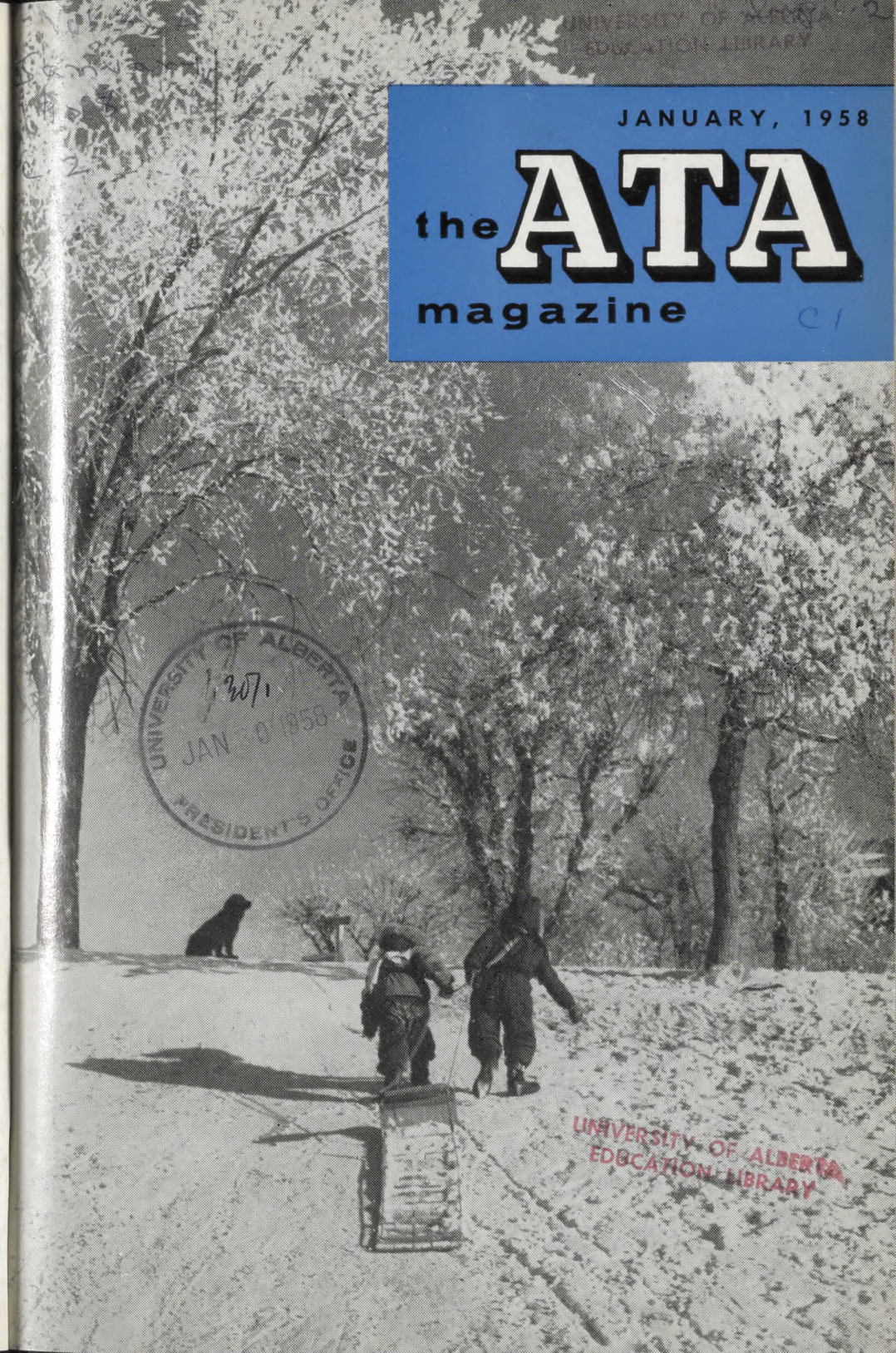
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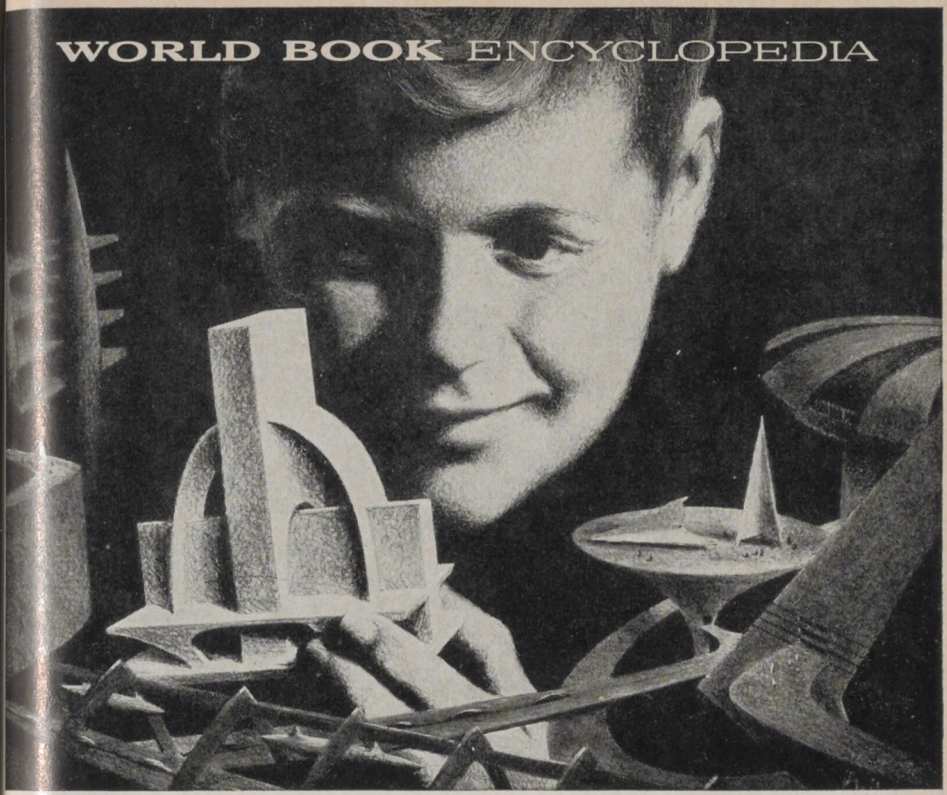
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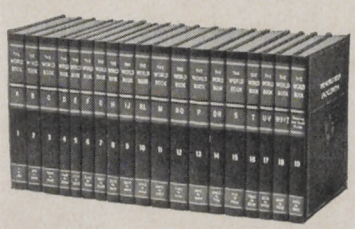


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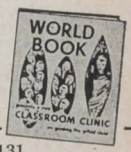


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The Byline Beat

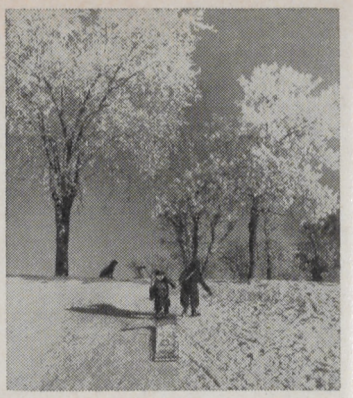
The big news in January is the announcement of the appointment of the Cameron Royal Commission. A committee of the Executive Council is already planning the Association's brief.

This issue also carries the traditional New Year's message from the Minister of Education.

Particularly timely is the piece on the sources of dissatisfaction among able teachers. Perhaps if teachers had freedom from the burdens noted, they could begin to find the time to do the job they can do in the classroom.

The Royal Bank of Canada Monthly Letter has produced some gems from time to time, and the piece on improving letter writing is one of the brightest.

(Continued on Page 46)



COVER STORY

January is a month for snow, and snow brings out toboggans, packed with red-cheeked youngsters. At least, that's the way it's supposed to be. Down in the south of the province some youngsters have been playing marbles.

Alberta Government Photo

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THE ATA MAGAZINE

F. J. C. SEYMOUR
Editor

ERIC C. ANSLEY
Managing Editor

W. ROY EYRES
Assistant Editor

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Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.

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January, 1958

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Editorial

A BIG JOB

The complexity of the inquiry facing the Cameron Commission on Education in Alberta becomes even more impressive when we read the terms of reference of the Order-in-Council establishing the Commission. With the exception of school finance, the Commission has been charged with the responsibility of inquiring into almost every phase of elementary and secondary education in Alberta.

From the mass of information presented in briefs, secured from witnesses appearing before the Commission, and revealed by study and research, the commissioners will need to separate fact from opinion, and then to deduce from their findings an accurate assessment of the adequacy of our educational program. The fact that this is the first large scale study of education in this province makes the magnitude of the task of the Commission loom the larger. Undoubtedly, the future of education in Alberta will be shaped in no small way by the Commission's final report.

In a matter of such vital public concern, it is to be hoped that the briefs presented will be the product of the best and the most careful thought of which all are capable. There is no place for the cant of vested interest, the pressure of panic, the grinding of personal axes. Let us hope that we will not see repeated the sorry spectacle of the rounds of witch-hunting that have characterized some of the more recent inquiries into education both in the United States and Canada.

The job the Cameron Commission will attempt to do will require time, money, patience, and skilful investigation and research. We hope

that all of these necessities will be available in whatever measure the Commission requires.

THE PAPER BLIZZARD

Among the more common complaints voiced by principals today is the burden of paper work that plagues them. With the development of larger schools and larger school systems, the birth rate of forms, questionnaires, and similar devices for tabulating information on this and that has jumped significantly. While there may be good reason for requiring much of this information, the plain fact is that school principals are finding that more and more of their time is being spent in the purely clerical aspect of administering their schools. With already inadequate time, if any at all, for educational leadership, principals are becoming more and more bound to routine, rather than to creative administration.

It has always seemed to us that it is not only ridiculous but rather uneconomical to assume that a school principal should do more than supervise clerical help in the preparation of forms and reports. Yet, by and large, most school principals, except in the larger cities and in the larger schools, spend most of their time during school hours and after in such activity.

We hear a lot about the function of the school administrator being to make the job of the classroom teacher more effective. As a start, principals should be relieved of routine office procedures and given time for classroom visits. They might then be in a better position to assist teachers in the improvement of instruction.

Namao Rink Bonspiel Winners

Art Brimacombe and his Namao rink of Harold Ulmer, Tony Korble, and Steve Kalita were awarded the Pat Rose Trophy in the second annual ATA Men's Bonspiel held in Edmonton on Friday, December 27. Dr. Pat Rose made the presentation of the trophy donated in honour of his father. The winners also received carving sets.

Second prize of steak knives went to Jim Aldrich, Bill Bevington, Ralph Pritchard, and Eric Harder of Edmonton. Ernie Simpson, Jack Hobson, Jack Calkins, and Murray Jampolsky of Edmonton won third prize of travelling sets. Fourth prize, cuff links, went to Stan Wilkie, Rod Penny, Tom Williams, and Jack Moffatt of Edmonton. Consolation prizes were given to the Edmonton rink of A. Sten Gunderson, A. Marzolf, R. Skaret, and Svend Hansen.

Forty-two rinks, 18 from outside Edmonton, one from the Faculty of Education, one from the separate school staff, and 22 from Edmonton Public Schools, each played three games. Draws were held at the Shamrock and Granite Curling Clubs. Luncheon and a banquet were served to the curlers.

A general meeting was held following the banquet, at which suggestions were considered for the third annual bonspiel to be held on Saturday, December 27, 1958. The organizing committee consists of: Art Brimacombe, chairman; Dave Cooney, vice-chairman; Roy Eyres, secretary-treasurer; and Art Elliott, Jim Aldrich, Gordon Dennis, and John Sandercock.

EDUCATION WEEK

March 2—8, 1958

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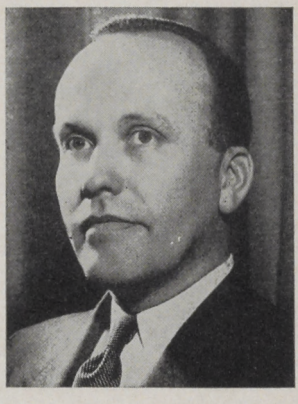
Education Week is sponsored by a National Committee of Agricultural, Industrial, Labour, and other Organizations

New Year's Greeting

MANY thanks for the opportunity to extend through the columns of *The ATA Magazine* greetings and best wishes for the New Year to each and every member of the Alberta Teachers' Association.

In 1958, as we go about our numerous and varied activities in the field of education, may I suggest that we never lose sight of the principle of teamwork and cooperation which is so vital to the continued welfare and advancement of our schools.

Many have contributed over the years to build the structure of educational facilities and services as we know them today. The accomplishments of the past —and for that matter, the failings of the past—cannot be attributed solely to any one group, agency, or organization. Among those who have played a leading role in building our school system are teachers, trustees, parents, ratepayers, school officials, and a great body of public spirited citizens acting through their various organizations, such as your own Association, the Alberta School Trustees' Association, the Alberta Federation of Home and School Associations, the provincial government, the Department of Education, and many other bodies, which have shown a friendly and constructive interest in education and the schools. All of these have acted with a strong sense of teamwork to provide more and better education for our boys and girls.



A. O. AALBORG

Let us do everything possible to preserve the spirit of teamwork among teachers, trustees, the home and school, and other groups. It has been the main factor responsible for the successes of the past and it will be our best assurance for continued success in the future. There have been clashes of opinion among these bodies, sometimes very sharp clashes, but these have been resolved and we have moved ahead to better things.

Let us then, during the year ahead, continue to speak freely and frankly with one another with a view to bringing about fuller understandings, and with renewed vigor and determination to work as a team in maintaining and building the best possible school services for the boys and girls of Alberta.

Why the Able

Heavy student loans and a suffocating burden of clerical responsibility block the professional teacher from doing as good a job of instruction as he could do. Teachers need time for professional preparation, investigation, and research time that should be provided during the school day. They need understanding board policy, capable administrators, and professional salaries.

RECENTLY I spent a stimulating evening conversing with five young public school teachers. The conversation ranged over current political, social, and economic affairs. What should be the place of religion in the public schools? Is our culture becoming one in which conformity is the ideal? What are the effects of television on the interests and values of pupils? These and many other questions were examined during the course of the evening. Enthusiasm ran high, arguments were keen, points of view were backed up with facts. These teachers were well read, interested in the current scene, and deeply committed to promoting learning on the part of pupils.

I have observed all of these teachers in the classroom. All of them are teachers who make their classrooms a place where pupils discover what it means to think and to create. These teachers experience a genuine thrill when they do a good job of teaching for they are vitally concerned that pupils learn. They have an enthusiasm for teaching. They are profoundly interested in the content that they are teaching and they kindle such interest in their pupils. These teachers are continually reading in their fields of specialization, and as they read they are discovering ways to make what they read meaningful to their pupils. These persons are able teachers!

Public School Teacher Is Dissatisfied

ROBERT E. JEWETT

Yet two members of the group are leaving high school teaching at the close of the current academic year, and the other three are frustrated, discouraged, and dissatisfied with their careers. Why is this?

Why teachers quit

These persons became teachers because they had a passion to promote learning—to stimulate the intellectual development of the young. In the school they encountered conditions that prevented them from realizing their goals. They entered the teaching profession because they wished to promote the intellectual growth of pupils; they are leaving the profession, or considering leaving it, because conditions in the schools prevent, or at least drastically limit, them in the attainment of their purpose. Furthermore, they have discovered that very few people in their school evaluate them professionally on the basis of their ability to promote learning.

Is this state of affairs widespread in our public schools or do these five teachers represent an exceptional situation? I believe that the situation is far from unique. Throughout our public schools, I believe, able teachers are deeply dissatisfied; many are leaving the schools because of working conditions that make it extremely difficult, if not impossible, for them to fulfil their professional purpose. I believe this to be true because I have gathered a substantial amount of evidence pointing in this direction.

For the last three months I have been visiting my former students who are now teaching in the public schools. I have watched them teach, talked with their administrators, asked their pupils to evaluate their teaching, and interviewed the teachers themselves. In the interviews I asked them to tell me about their professional satisfactions and dissatisfactions, their problems, and their general reaction to teaching.

Over the last 15 years, in a less systematic and intensive fashion, I have talked with public school teachers and former teachers concerning their problems. Almost without exception, the able teachers and former teachers with whom I talked are disillusioned with respect to teaching. They are disillusioned because they have found themselves unable to do to a significant degree the thing which they prized most highly—namely, teach. They are blocked in realizing their purpose by working conditions existing in the public schools.

Too many pupils

What are these conditions? The able teacher is responsible for too many pupils too much of the time. In other

words, classes are too large and teachers are assigned too many classes. The number of teachers has not increased in proportion to the rapid increase in school enrolments, and the result is large classes—35, 40, and more pupils. To the able teacher, providing for individual differences is not a cliché; for him, rather, such provision is at the very heart of the educative process. With smaller classes, 20 to 25 pupils at the most, he can arouse different student interests and provide for differing abilities. With large classes, in the course of a semester, he finds it difficult to learn the names of all his pupils. With smaller classes, conducting class discussions is possible. Working with a class of reasonable size, he can, through discussion, stimulate the examination of ideas on the part of most of his pupils. With large classes he can at best provide opportunity for only a fraction of his class to express opinions. In the smaller class the teacher can spot the few pupils who are not responding. He can probe the reasons for their reticence, and provide some time for individual work with them. With the large class the teacher is unable even to give opportunity to all who wish to participate in discussion. Little or no time is available for individual work with the silent ones.

Just as small classes are essential for effective oral work, so a small number of total pupils per teacher is necessary for effective written work. At present it is not at all uncommon for a teacher to be in charge of the instruction of 175, 200, 225, or more pupils. The teaching load should be limited to no more than 80 pupils if the teacher is to carry on an educationally sound program of written work.

In many subjects there is no satisfactory substitute for written work. Oral discussion must be supplemented by written work if insight is to be gained into the pupils' abilities and if these are to be improved. This can be used to detect and improve the ability to formulate a problem, to bring evidence to bear upon a proposition, to see relationships, to organize ideas, to formulate and test hypotheses. Written work is an important means of helping the individual acquire research techniques and improve his thinking through the improvement of his expression.

The charge is made frequently by college professors, businessmen, and others who come into contact with recent high school graduates that these students cannot write clear, correct English. The charge is true in an alarming number of cases. The good teacher knows that this deficiency exists in many of his pupils. He knows that to improve the quality of written work of his pupils he should require them to write more papers.

These papers, however, must be marked with care if the teacher is to gain the insights he seeks and if the pupil is to receive benefit. The able teacher believes that written assignments are necessary to achieve the goals he hopes his pupils will achieve but, with such large numbers of pupils, he simply does not have the time or energy to mark the papers.

Let us assume, for example, that the teacher has 190 pupils a day. This is the rough equivalent of five classes of 38 pupils or six classes of 32. A conservative estimate of the amount of written work (essays, essay tests, and so on) which a teacher would like to require would be the equivalent of three typewritten pages a week. This means that the teacher would be reading and marking some 20,500 pages — more than 4,000,000 words — a year.

The clerical millstone

It is not that large classes force the able teacher to work hard. He expects to do this. The point is that, given large classes and too many classes, the teacher, working as efficiently and industriously as possible, is unable to achieve the results which he desires—the results he knows he could achieve were he assigned a reasonable number of pupils. But this is not the whole story. Today, more than ever before, teachers are loaded down with clerical work. This mass of paper work is in addition to handling the

themes, test papers, and other writing directly related to the job of classroom instruction. The following, a partial list of one teacher's actual load of clerical tasks during one school year, is illuminating.

1. The teacher must make out grade slips for the pupils in his classes and for the pupils in each home-room represented in his classes.
2. He must fill out his daily schedule in triplicate, recording classes, number of pupils in each, grade level, average daily recitations, average number of pupils each day.
3. Four times a year he is required to fill out forms for each pupil in his home-room whose parent or guardian works or lives on federal property.
4. Each semester he must fill out for the central office file a card for each pupil in his home-room, giving the pupil's complete school schedule, his age, and the address, telephone number, and occupation of his parent.
5. Each semester he must fill out for the local PTA a card for each home-room pupil, furnishing the same information except the schedule.
6. He must collect and keep books on money turned in by pupils in his home-room whose parents join the PTA, and turn in a form with each membership. He must transfer the data from these forms to a master form.
7. At the close of each semester, he must turn in to the central office a pass-fail report, on which is listed the number of boys and girls in each of his classes, the number that failed, and the percentage of failures in each sex in each class.
8. Approximately a month before the close of each semester, he must turn in to the office a tentative failure report similar to the final pass-fail report.
9. Each month he must count and sort the sales-tax stamps turned in by the students in his home-room and fill out a form giving the number of stamps of each denomination and the total amount.
10. He must fill out a residence form for each home-room pupil, which is to be checked against school boundaries for purposes of determining whether a tuition payment is due.
11. He must issue lunch-permit blanks to each pupil in his home-room. These blanks are signed by the teacher and parent, then returned to the teacher, who must compile all the information on a master form. He must fill out lunch-permit cards, with a different colour for each period, for individual students.
12. At the close of each semester he must compile information about lost books, giving the name of the book, its number, the pupil's name, and the money collected. He is required to keep this record up to date during the semester and is responsible for the money collected.
13. He must make out grade cards for each pupil in his home-room.
14. He must keep daily attendance records in his home-room.
15. He must fill out an enumeration report on a long office form, giving the pupil's name, sex, address, and parents' name.
16. He must fill out an age-grade distribution report on a long office form, giving the pupil's birthday, address, and parents' name.
17. He must fill out a new-pupil report on an office form.
18. He must collect money for gifts for needy families at Thanksgiving and Christmas.
19. He must fill out honour-roll certificates and perfect-attendance reports.
20. Each six weeks he must fill out reports on individual pupils to be submitted to a local service club.
21. He must make survey reports for re-districting of school boundaries.
22. He must fill out an absence-excuse form for a pupil when he returns to school. Each class teacher is required to initial the excuse form as the pupil comes to his class. The excuse is returned to the home-room teacher, who files it for future reference.
23. At the start of each semester he must fill out a form for each pupil in his home-room who owes shop or art fees, collect the fees, and turn them in, together with a master form, to the office.
24. He must fill out a monthly report, giving the number of boys and girls in his home-room, the numbers withdrawn and entered.
25. In the middle of each semester, when reorganization for the next semester is begun, he must fill out a form for each pupil in his home-room, giving his complete schedule of subjects and the subjects he desires for the next semester. The teacher then tallies this information on a master form.
26. At the end of each semester, he must write in duplicate the complete schedule of each pupil for the new semester.
27. At the end of each semester, he must enter in ink on permanent record cards the grades, credits, and attendance record of each pupil in his home-room.
28. Midway in each semester, he must fill out a permanent record of each pupil's personality and character traits and his extra-curricular activities.
29. The teacher of a graduating home-room has additional tasks: he must collect senior dues, fees for caps and gowns, and money for miscellaneous senior functions. These necessitate elaborate record keeping.

The teacher of whom these clerical duties were required was employed in a metropolitan secondary school, enrolling approximately 2,000 pupils. This school employed several clerks and two assistant principals. Some of the clerical work listed is carried on as a part of the teacher's classroom responsibility, but most of it as part of his home-room duty. In most secondary schools, however, at least nine-tenths of the teachers are assigned home-rooms; hence most teachers are involved in both types of clerical work.

Teachers in another school, located in a rural area, were required to drive their cars from the school to the home of each pupil in their home-rooms in order to record the distance to the tenth of a mile between the school and the home. In another school, the teachers were responsible for collecting funds from pupils for 37 different projects during the school year. In each instance the teachers were required to collect the money over a period of days, record individual contributions, total the amount,

and safeguard the funds. Most of this fund raising, moreover, was for community functions other than school activities.

These are not isolated examples. In school after school when I have asked teachers to enumerate the working conditions that stand in the way of teaching, they have listed clerical work as the chief obstacle. Much of this clerical work is, of course, related to the efficient operation of the school. The classroom teacher, however, is not the person who should be assigned this type of work. Maintaining the proper temperature in the schoolroom fosters learning but we no longer require the teacher to fire the furnace. Similarly the keeping of school records and reports should be assigned to non-teaching personnel. The school office functions, all too often, as an agency to farm out the clerical work to the teachers and then becomes the repository for the finished product. What the school office should do is to take on this clerical work and free the teacher to teach.

The role of the principal

Since the able teacher is a person who possesses the scholarship, insights, and skills necessary to promote learning, the function of the administrator in relation to him should be that of creating conditions that make it possible for him to do his job. What the teacher does not need is an administrator to tell him how to teach. The good teacher does not consider himself infallible. But he is well grounded in the content of his teaching field and in the methods appropriate to making it meaningful to pupils. At best the administrator possesses professional competence in one or two areas of instruction. An administrator, for example, whose professional preparation and teaching experience have been in physical education, is not in a position to instruct a teacher of history in the methods by which he should teach his subject.

The school administrator in the following instance, for example, did not create effective teaching conditions. This administrator followed the practice of listening to classroom teaching by means of the school's two-way public-address system. As he did so, he frequently heard statements that he did not approve. In such a case, he would throw a switch and broadcast into the offending classroom words of admonition for the edification of pupils and teacher. The able teacher has no need of a big brother to thus invade his classroom and, indeed, his personality.

Another administrator, on entering the classroom of a very able social-studies teacher, noticed the assignment of individual reports written on the board. Apparently drawing on his industrial arts background, he took charge of the class and assigned the entire class all of the reports to be due within a week. To a person having only a superficial knowledge of the social sciences, this modified assignment might have appeared reasonable. But, as the teacher knew, each topic had roots that went deep and wide into social-science content; each report, if done thoroughly, would require at least a week of research.

The proper relationship of the school administrator to the able teacher can be likened to that of the hospital administrator to the physician. His role is to carry out administrative details, to handle paper work, and to create conditions within which the physician may carry on his professional work. No hospital administrator would attempt to tell a physician what to prescribe for a patient nor how to perform an operation. The school administrator has a similar role in relation to his professional staff.

The able teacher knows that stimulating the intellectual development of the young is a vitally important undertaking. He wishes to be judged on the basis of his ability to stimulate this development. Too often, however, he is judged largely by quite different criteria. Does he patrol the halls diligently during the period he is assigned such duty? Does he police the lunchroom carefully? Does he get all reports in promptly, and are they accur-

ate? Especially in schools located in smaller communities, does he serve the community in such capacities as scout leader, Sunday school teacher, or member of the church choir. Is he willing to take on responsibilities for extra-curricular activities, even though his classroom preparation will suffer? Does he see the merits of proposals made by the school administration or does he raise questions and objections based on his professional judgment? Does he produce entertainment for the public—a football or basketball team, a band or orchestra, a play or vocal group?

The able teacher knows when he is doing a good job; usually his pupils know it; but all too often no one else knows it. He values good teaching. He is professionally committed to promoting intellectual growth. Yet too often he discovers that his value to the school system is judged more on the basis of his success in training cheerleaders than on the character of his classroom teaching.

Some administrators do evaluate teachers on their classroom teaching. Yet they tend to base their judgments on superficials. Does his class produce imposing maps, charts, murals, posters, models, and bulletin boards? These are things that visitors can see readily. But are the maps used to clarify meanings, to test generalizations? Did the pupils in the English class who made the model of the Globe Theatre, for example, gain insight into the effect of the physical structure of the theatre on the form of Shakespeare's plays, or did they merely construct the models?

Now I am not opposed to the construction of such physical objects by students. What bothers me—and the teachers—is basing their evaluation on the quality and quantity of the physical objects produced, rather than upon the amount and quality of the conceptual learning which resulted during the construction and use of the objects.

Time for preparation

Let us consider the rhythm of the teacher's total school day. It is not an exaggeration to say that it tends to be a breathless, continuous expenditure of energy, from the first bell to the last. A prize fighter rests between rounds. Not so the teacher! The bell sounds for the close of one session, pupils crowd around the teacher's desk. There are slips to sign, questions to answer. Then he must get to his station outside the door of the room to supervise student traffic in the hall. The next bell sounds and the teacher re-enters the classroom, hurriedly collects his thoughts (and perhaps, notices and excuses) and plunges into another period of teaching. There may be periods in the day when he has no classes, though he can no longer be sure of this. But these are scarcely intervals in which he can relax, read, grade papers, or plan his work. During this non-teaching period he may be required to patrol the halls, to check the restrooms and school grounds to apprehend pupils who are smoking, to supervise a study hall, or to take charge of a homeroom.

But do not most teachers have a free period? If the teacher's mimeographed schedule is examined, a free period seems to be a common practice. If one wishes to evoke hollow, sardonic laughter, however, he need but congratulate the teacher on his 'free' period. Another teacher becomes ill during the school day and our teacher's free period vanishes as he 'pinch hits' for the ailing one. Or during his free period, he works with pupils on the production of the next assembly program. Or he spends his free period copying pupils' grades on innumerable grade slips due the next day. (He cannot use his evening for this activity because he has been assigned to take tickets at the basketball game and serve as chaperone for the dance after the game.)

Our teacher may have to return to the school in the evening to help his journalism class produce the school newspaper or annual, to coach the debate team, or to meet with the Hi-Y or model airplane club. If a particular evening is free of extra-curricular responsibilities, he has test papers or

themes to grade, a test to construct, or his next day's teaching to plan. And, of course, there are days when the teacher must confer with parents after school or attend a teachers' meeting, thus delaying his departure.

Let us examine the teachers' meeting. Our teacher comes to the meeting in high spirits. Things have gone well that day. One class session in particular was outstanding. This class 'caught fire'. His plan for teaching worked out perfectly. Interest was high, imaginations were stirred, insights cropped up, intelligent questions were asked, facts functioned in evidential relationships—learning had gone forward.

The teachers' meeting begins with an announcement that the school board has ruled against the teachers' proposal that a bond issue be submitted to the voters for the purpose of increasing salaries. Then, after some discussion, a committee is elected to study and make recommendations in regard to the question of revising the form of the pupil's report card. (A committee report on this same question was tabled three years ago.) Next, a teacher in the course of a lengthy statement demands the creation of a school policy with reference to gum chewing on the part of pupils. After a half-hour discussion a policy is formulated. The principal closes the meeting with the announcement that too many teachers are neglecting to turn in their absence reports at the end of each day. Teaching, the chief business of the school, is not mentioned and our teacher leaves the meeting dispirited and exhausted. He begins to feel that no one actually cares whether or not learning goes forward in the classroom.

Deadwood in the faculty

In all honesty, I must call attention to another reason why the able teacher leaves public school teaching. There is too much 'deadwood' in the profession. Too many teachers are slowly beaten down over the years by the force of adverse working conditions and gradually give up. Some seek solace in a hobby, retreating perhaps to a rose garden where they reveal their vitality and enthusiasm after the school day is over. Or more often, their energies are focused on a part-time job. Teaching furnishes them with contacts for the sale of insurance policies or encyclopaedias. They cease to read and yet, oddly, they become convinced that pupils in this generation are anti-intellectual as contrasted with pupils they formerly taught. Some teachers, of course, give up before they start. Some, for example, become teachers because they believe it will be an easy life.

The able teacher, interested as he is in ideas, books, and in the intellectual growth of children, has little in common, therefore, with many of his colleagues. A brief conversation with some of his fellow teachers on the subject of their principal's professional qualifications just about exhausts the topic—however complex may be the principal's personality. One of the reasons why the able teacher selected the teaching profession was his desire to associate with people who are interested in ideas and in communicating these to young people. He sought out what he hoped would be an intellectually stimulating environment. Too often, however, he encounters cynicism, anti-intellectualism, mediocrity, and timidity among his colleagues. Gripe sessions, while they may have a therapeutic function, are no substitute for a professional environment that is characterized by intellectual curiosity and informed opinion. Too many able teachers find themselves living in professional graveyards.

In a very practical manner the able teacher suffers from the presence of 'deadwood' within the school faculty. The able teacher frequently is overloaded because of the weak teachers in his school. A weak teacher, for example, may be unable to control the behaviour of pupils in a large last-period study hall. Who gets the assignment in addition to his regular assignments or in the place of a less arduous task? The good teacher is fair game in this instance. The school is committed to produce a float for the

parade in the town's centennial celebration. This is too critical a project to entrust to a weak teacher. The good teacher is again sought out. He will have original ideas and be able to get the pupils to work. The Hi-Y club has been getting out of control and destroying school property during its meetings. Next year the able teacher will be made sponsor of the organization. Thus, the weak teachers (or the indifferent ones) will add to the load of the able teacher.

Inadequate income

Turning to the subject of salaries of public school teachers, we find that, on the whole, conditions have improved over the last half-century. This is true even when we take into consideration the rise in the cost of living. The unmarried teacher or the older teacher whose children are reared and whose home loan finally has been liquidated is able to live on his salary. But the young married teacher under present salary schedules cannot live on his teaching income alone. Hence we find him selling insurance, peddling encyclodaedias, painting houses, working in a local store or factory in the summers and during his spare time. He does not seek this employment primarily to enrich his experience, although a limited amount of it could have this effect. He works at these jobs in order to supplement his teaching income. The community would think it strange if the young doctor, lawyer, dentist, or veterinarian engaged in part-time work. But perhaps community members do not consider the teacher to be a professional person.

Unlike the teacher, the young person who enters one of the non-teaching professions may have several lean years. In some cases he must purchase expensive equipment. But if he has ability, he can expect to be earning a very satisfactory income within a relatively short time. This is not true of the teacher.

The financial plight of the teacher with family responsibilities has a direct effect upon the quality of education which our children receive. Low beginning salaries are an important factor in keeping able individuals from becoming teachers. But of at least equal importance is the long-range effect of inadequate salaries on the able teacher who remains in teaching.

If we grant that it takes an educated person to further the education of others, then an inadequate income for the teacher has a direct relationship to the quality of his teaching. Able teachers vary in personality traits but they possess in common an enthusiasm for life, an intense intellectual curiosity, a deep appreciation of cultural values, an intense interest in participating in a wide variety of experiences, and a desire to share experiences and insights with others. These qualities make for stimulating classrooms. In order to fire the interest of pupils, a requisite for promoting thought, the teacher must draw upon a rich store of experience and knowledge. To promote intellectual growth in his pupils he must manifest it himself. He must be able to bring to bear on the classroom activities a wealth of pertinent illustrative material.

To engage in the kind of life that builds this rich personality costs money. If the community wishes its children educated by teachers who exemplify only the negative virtues, low salaries will enable it to get what it wants. But if it wants teachers who are intensely interested in life, who are informed and enthusiastic, then it must make it financially possible for them to live a full, rich life. Books cost money. The married teacher (knowing that books are a vital tool of his profession) will think twice before purchasing one if the purchase will deny his family a necessity. The teacher who spends his summer working in the local canning factory probably would rather be attending summer school for advanced work.

Teachers often are praised by the layman for engaging in a highly important professional task for small financial rewards. The small financial reward, so the reasoning runs, is proof of the noble

motives of the teacher. This may be true, although such proof of high motives is not exacted of the other professions. The point is, however, that the low salaries limit the achievement of the socially desirable task.

These, then, are the major adverse working conditions that either drive the able teacher out of public school teaching or thwart him in doing his professional job. It is largely the responsibility of the local community to decide if its schools are to attract, retain, and make effective use of the able teacher.

Reprinted from the **Educational Research Bulletin**, Volume XXXVI, No. 7, pages 223-234, October, 1957.

Resolutions to the AGM, 1958

Resolutions for consideration by the Annual General Meeting may be submitted by authority of a general meeting or of the executive committee of a local association.

A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to head office.

In order to prevent duplication of resolutions, local associations are requested to review the resolutions adopted by the 1957 Annual General Meeting. These were published in the May, 1957 issue of *The ATA Magazine*. Reference should also be made to *The Alberta Teachers' Association Policy Handbook, 1957*.

Resolutions, in the form prescribed by the Executive Council, **must be received at head office on or before February 5, 1958, at 5 p.m.**

All resolutions being submitted to the Annual General Meeting will be printed in the February, 1958 issue of *The ATA Magazine*. Arrangements should be made for each local association or its executive committee to meet between receipt of this issue of the magazine, which will be mailed about February 20, and the Annual General Meeting, in order that the resolutions may be discussed.

Voters' List

ELECTIONS, EXECUTIVE COUNCIL ALBERTA TEACHERS' ASSOCIATION

An alphabetical list of the members of the Alberta Teachers' Association, as registered on January 31, 1958, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify head office immediately. **Be sure to check the voters' list when published for your name.**

Executive Council Elections, 1958
Alberta Teachers' Association

Executive Council

By-law 25—

"The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer, and ten (10) district representatives. The president, vice-president, and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council."

Eligibility of Members for Election to the Executive Council

By-law 33—

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he:

(a) is a member in good standing,

(b) is entitled to vote in the election of the Executive Council, and

(c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation,

provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this by-law."

By-law 42—

"To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served previously as a member of the Executive Council."

Eligibility of Members to Vote

By-law 37—

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding the counting of the ballots shall be entitled to vote in the election of the Executive Council."

Nominations and Acceptances

By-law 40—

"Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district."

By-law 43—

"Nominations and acceptances must be received by the general secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Executive Council of the Alberta Teachers' Association for terms beginning Easter, 1958, and acceptance of nominations, in

the form prescribed by the Executive Council, **must be received at head office on or before February 25, 1958, at 5 p.m.**

Any sublocal may suggest to the executive committee of its local the names of proposed candidates for election as president, vice-president, and district representative.

1958 Elections

By-law 38(1)

"One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election."

In accordance with By-law 38(1), the following elections to the Executive Council for terms beginning Easter, 1958 will be held.

Officers—

President
Vice-President

District Representatives

Northwestern Alberta Constituency
Edmonton City Constituency
Central Western Alberta Constituency
Calgary District Constituency
Southeastern Alberta Constituency

Geographic Districts

Northwestern Alberta Constituency—All schools situated within the area covered by the following local associations: Fairview, Grande Prairie, High Prairie, Peace River, and Spirit River.

Edmonton City Constituency—All schools situated within the area covered by the following local associations: Correspondence School, Edmonton Elementary, Edmonton Junior High, Edmonton High School, Edmonton Separate, and West Jasper Place.

Central Western Alberta Constituency—All schools situated within the area covered by the following local associations: Lacombe, Ponoka, Red Deer, Rocky Mountain House, and Stettler.

Calgary District Constituency—All schools situated within the area covered by the following local associations: Calgary Rural, Calgary Suburban, Drumheller, Foothills, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, and Wheatland.

Southeastern Alberta Constituency—All schools situated within the area covered by the following local associations: Acadia, E.I.D., Foremost, Medicine Hat, Medicine Hat Rural, and Sullivan Lake.

Remuneration for Sub-Examiners

A committee representing the Alberta Teachers' Association has met with the Minister of Education and several members of the Department of Education to negotiate increases in rates of pay and subsistence allowance for sub-examiners. Following general discussions, the ATA representatives requested a basic rate of $4 per hour for sub-examiners and an increase in subsistence allowance. A further meeting is to be held to attempt to reach some agreement with respect to our proposals.

Teachers who may be asked to consider accepting appointments as sub-examiners are requested to note the following resolution passed by the 1957 Annual General Meeting—

> BE IT RESOLVED, that the Executive Council advise all members not to accept employment as sub-examiners in 1958, unless satisfactory rates of remuneration are negotiated by The Alberta Teachers' Association. (S31/57)

Keep the reader in mind

On Writing Clearly

WHEN you write a letter you are trying to convey a meaning from your mind to the mind of your reader. Clearness in writing a letter consists in this: that you write what you wish to say in the spirit in which you wish it to be received, and in such a way that your reader gathers both the spirit and the facts without effort.

We are not interested in this *Monthly Letter* with the mechanics of letter writing. There are already many comma sleuths, type addicts, and grammatical high priests engrossed only in the techniques. It is the message that is important. We need punctuation, clear type, and grammatical construction as servants, but our purpose in using them is to write so that we shall be understood in the spirit in which we write.

There is a personal benefit in writing clearly. The more clearly you write, the more clearly you will understand what you are writing about. The noted English author, Arnold Bennett, writer of novels and short stories that are still well read after 40 years, went so far as to say, "the exercise of writing is an indispensable part of any genuine effort towards mental efficiency".

It is one of the good things about communicating ideas that we can be always improving, sharpening up our wits so as to do the job better. It is sad to come upon someone who has thoughts that are worthwhile, but who is not learning how to express them. Still more to be pitied are those who think that they have conveyed their ideas when they haven't.

Think of the reader

Some letter writers are completely absorbed in the things about which they are writing, about quantities and qualities, about dollars and delivery. To become intelligible and effective they need to enrich their thoughts by spreading them out so as to include people.

Some persons will say that business is objective, mechanical, dealing with commodities and services rather than with people. How absurd it is to say so when every business man knows that every sale, every purchase, every contract, every financial deal, depends upon the word "yes" or "no" from some human being.

In addition to getting across its point, your letter should make a friend of your reader, or consolidate a friendship already established. There should be an air of grace in it, raising your stature in the eyes of the reader.

How is all this to be attained? By seeing your message through the eyes of your reader. What is the person like to whom you are writing? What will he be interested in learning from you?

Imagine yourself talking to the reader, instead of writing. Almost automatically you will find yourself answering questions he might ask if he were sitting across the desk from you. This requires you to write the reader's language. Avoid words he is not likely to know, or if you have to use them, explain them without giving the appearance of talking down to him.

Go farther than the bare facts demanded in a question. Find out what

more you can do. Often there is a point of information that would be helpful to your reader, about which he failed to inquire. By giving it unasked you are using your position in a constructive way to raise the prestige of your firm and enhance your value.

The writer's responsibility

People who write letters have an obligation to be intelligible. They are not writing to impress their correspondents but to express thoughts. It is unjust, it is immoral, and it is unbusinesslike not to know what you mean, to shrug a careless shoulder and say that you write what you write and the reader should make his own interpretation.

We are tempted to believe that when our ideas do not get across to someone the fault lies in his incapacity to grasp them. But when we shrug off our duty in that way we put ourselves on a level with Sancho Panza, the simple squire who accompanied Don Quixote on his adventures: "If you do not understand me", he said, "no wonder if my sentences be thought nonsense."

There is, of course, some responsibility laid upon the reader of a letter. A writer should not be required to write in some magic sort of way so that an inattentive, mind-wandering, careless, inefficient, or foolish reader is compelled to understand what is said—like forcing medicine down the throat of a reluctant child.

Analyze and assemble

All hope of clearness is lost if you start to write about something you don't understand, or if you write faster than you think. Let us keep our thinking straight and we shall have well-founded hope of making our writing simple.

Clear thinking is needed for wise action in every field of human action, but in none more so than in writing letters. The more we have predigested our data before starting to write, the more free our minds are to tackle the composition of a letter.

We need adequate information. That is the basic material of all verbal reasoning. The information has to be exact: let us have no woolly ideas in the foundation of our thinking or we cannot avoid woolliness in the structure we erect upon it.

One of the great arts in effective correspondence is to get down to the nub of the matter, see the essential points, brush away the superfluous, and express the result of our thinking clearly.

Putting into practice a system like that can be the greatest enjoyment on earth for a writer of letters. The alert-minded man finds greater satisfaction in digging up the answers to questions than in answering them when the answers come easily. If a man loses this sense of enjoyment he is already beginning to stiffen up.

Then, having gathered the facts, decided their priority, and determined the tone of our letter, let us arrange our material.

A writer makes a gross mistake when he tries to cram into his reader's mind a mass of unorganized ideas, facts, and viewpoints. Clarity begins at home. Having thoughts to convey, we need to survey them from end to end and to shuffle them into the order of their importance. We have to classify and conquer the elements in ourselves before we can write with any certainty of appealing to the intelligence of others.

All this is not so laborious to do as the description of the process makes it seem. With thoughtful self-discipline over a period we shall find ourselves analysing and assembling and expressing swiftly and incisively. It will not remain a conscious process, but will become second nature.

The right words

A stock of good words, culled from excellent authors, is a precious thing. There is a feeling in words, as well as sense. They will laugh and sing for us, or mourn and be sad, if we take the care to use the words that convey the spirit as well as the sense of what we wish to say. As Gertrude Stein put it: "One of the things that is a very inter-

esting thing to know is how you are feeling inside you to the words that are coming out to be outside of you."

Words are sounds, and written words are the musical score of meaningful sounds. In nature there are rustling trees, rushing waters, chirping birds, growling beasts. Human beings laugh and hum and whistle and groan and scold. From all these sounds, in some way, after centuries of experiment, art produces a Beethoven's *Seventh Symphony* and a Shakespeare's *Hamlet.*

Those same symbols are given to us with which to influence people. All we need do is choose them wisely and use them imaginatively.

The person to whom you are writing will respond to some words while remaining indifferent to others. How can you expect to energize a reader into doing what you want him to do if you write stale and flat words in uninspired sentences? Mark Twain is quoted as saying: "The difference between the right word and the almost right word is the difference between lightning and the lightning bug."

Putting words together

Jonathan Swift, whose writing experience carried him all the way from the baby-talk of his *Journal to Stella* through the fire and thunder of his essays on religion and politics to the satire of his *Gulliver's Travels,* said shrewdly that writing style is "proper words in proper places".

To conquer the harshness of sense and the deadness of facts so often encountered in daily work needs the management and creative power of people who have set their sights upon true word artistry. This does not by any means encourage a flamboyant style. If the spirit of Macaulay or Carlyle or Ruskin were to drop in some day seeking to write a piece for our customers, we should certainly make way for him. But when we are left to ourselves we will be content with short sentences, humble words and clear pictures, so long as they express what we wish to convey in the spirit in which we wish it to be received.

Speaking of humble words and clear pictures, let us look at Shakespeare's *Hamlet.* In it you will find a hundred homely phrases that have become part of our language, and there is not a difficult word among them. Here are examples, picked without great searching, from the first act: Not a mouse stirring; The trappings and the suits of woe; Frailty, thy name is woman; A truant disposition; I shall not look upon his like again; More in sorrow than in anger; The primrose path; Something is rotten in the State of Denmark; Neither a borrower nor a lender be; To thine own self be true; To the manner born; The time is out of joint; I could a tale unfold; One may smile, and smile, and be a villain; Wild and whirling words.

Whatever painters of pictures may claim as their liberties in spreading their cubistic thoughts before the public, the writer cannot demand that licence: he is under obligation to be explicit. He will fail if he fills his letters with affectation and conceit, if he tries to cover up lack of matter with splashes of novelty, if he abandons simplicity as a criterion of beauty.

This is not to say that flamboyancy is always wrong. It is not wrong always, but it is always dangerous. There are rare occasions when great golden phrases are needed and fitting. Everyone feels at some time the urge to break into rich prose or poetry. The place to sow such literary wild oats is in a private garden, not in the field of business.

About simplicity

It is not easy to write simply; in fact it is more difficult to be simple than to be complex. But it is a pleasant experience, like getting into slippers after a day's work or shopping.

The *Editorial Manual and Style Guide* of Maclean-Hunter Publishing Co. Ltd., Toronto, has this to say: "The ideal article has been described as one written so that the words are for children

and the meaning is for men." That can be a guide for letter writing also.

This is not a plea for an A B C sort of writing. Far from it. We in business, charged with writing and reading letters, have graduated from the primer class. If you are going to stand out for clearness at any price, then you are going to shut out yourself and your readers from many good things, because many good things cannot be told in primer language except by being put falsely. If we are to say anything significant about a business matter; if we are to sell an idea or a commodity; we have to rise above the level of sheer enumeration of first-order facts.

There are some things a reader should not expect to grasp entirely at one swift reading. To a quick and practised mind, understanding a factual report may be easy, but when matters of appraisal and opinion are involved it is expected of even the most accomplished reader that he will pay attention, mull over, and use his brains.

As the writer of a business letter you will do your best to make the reader's job easy. You stand between your firm and your correspondent as interpreter.

You should not fidget around the edges of what you have to say. Nothing can be more deadly in a business letter than faltering and fumbling, or spreading yourself over a lot of generalities, or wandering off into vague profundities.

Be concise. Use short, direct, simple statements to cover your points, and state them in well-organized order. When you are inclined to use often the words "and", "but", "however", "consequently" in the middle of your sentences, try putting in a period instead. You will find that this adds to the clearness of what you are saying. It dissipates the fog, and saves your reader from having to back-track to find the path.

Give facts exactly and as completely as is necessary. It is more important for you to be sure you have given the needed information than it is to get all the mail into your 'out' basket before noon.

Be precise. Surely you have something specific to say or you wouldn't be writing the letter.

Define problems, solutions, and words for yourself before putting them into writing. Some of the greatest disputes would cease in a moment if one of the parties would put into a few clear words what he understands the argument to be about. When writing your letter, you do not need to define everything, but only those words or thoughts that may not be as clearly understood by your reader as by you.

Be meaningful. Words need to have not only meaning in themselves—dictionary meaning—but meaning in the setting in which they are used. They should convey a message, not merely the symbol of a sound. It is said that certain New Guinea people announce important events by beating drums, passing the signals from hill-top to hill-top. All that the signals tell is that something has happened about which the listeners had better become excited. That should not be, but sometimes is, the only effect of letters. They leave out the intelligible content of their message, or they deal in abstractions without concrete meaning.

Some pitfalls

Be careful. There are some areas in expression where special care is needed. A map cannot be drawn of all these in this small space, but a few will be mentioned as typical of the sort of thing for which the writer needs to be on the alert.

Loose or unattached pronouns can cause trouble. An airplane accident was traced to the fact that when the pilot ordered his co-pilot: "Pull 'em up!", the co-pilot raised the flaps instead of the landing wheels. The "them", being loose, attached itself to a different context in these two minds.

Avoid exaggeration. It is essentially a form of ignorance, replacing poverty of language. Joseph Pulitzer, publisher of

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the *New York World,* said that every reporter ought to be knocked on the head and told that he does not improve his work or do the office any good by exaggeration.

Keep adjectives in reserve to make your meaning more precise, and look with suspicion on those you use to make your language more emphatic. Adjectives and adverbs should only be used where they contribute something to the sense.

Beware of words with two or more meanings. After 15 years of research a Columbia University professor learned that the word "run" has 832 meanings. A little girl meeting for the first time the hymn, "There is a green hill far away, Without a city wall" was rightly puzzled as to why a green hill should have a wall at all. The word "without" meaning "outside" had not yet come within her knowledge. Be sure that you write in such a way that the words you use will be read in the same sense by your reader.

Avoid jargon. Specialists in any branch of human activity acquire methods of communicating ideas that set them apart from other specialists and from the general public. Yet even the most learned scientist does not order a dinner or propose marriage in five-syllable words, some of them manufactured specially for his own use.

Many great men have written simply. Few people today have anything more important to say than William Harvey said about the circulation of the blood or Charles Darwin about the origin of species. If they have, then we may forgive them the use of longer words.

A creative purpose

Textbooks on writing can go only so far as to give examples that may suggest lines to follow. Letter formulas are not like corsets, into which thoughts are forced and laced. They are rather like skeletons around which we mold the flesh of thoughts, and then breathe into the words of our thoughts the breath of life.

Writing a letter is not routine. Every letter has some creative purpose, else it has no reason for being written. It is designed to win or increase friendship, to bring in an order, to get goods you want, or to perform some other function that will add to your personal or business well-being.

The ambitious writer will try to get rid of sameness. The laws of nature and the desires of men are against it. A business letter should have personality. It should use variation in tone and manner as well as in contents. This means using constructive imagination. It is a mistake to merely copy form letters out of a book. Be original. Learn the principles of clear writing and set your own course. A horse can't win a race by following in the steps of another horse, says James F. Bender in his book *Make Your Business Letters Make Friends* (McGraw-Hill Book Co. Inc., New York).

To sum up

An essay like this, whose value consists merely in its bringing together some known facts in brief form, is to be considered as nothing more than an introduction to its topic.

The letter writer who is eager to improve his work will wish to read further and deeper. Take Shakespeare for the concrete simplicity of his word pictures. Read the parables and the Gettysburg address for the comprehensive way they convey great feelings about ordinary events. If you can make time to enjoy reading a book about another art whose principles can be adapted by you to your writing, read John Ruskin's *The Seven Lamps of Architecture.* He tells great truths about composition and structure, about simplicity and the light and shadow of art.

The principles that these writers used are as vital today as they were when written. Complexity of living has come upon us with our progress in science and technology. The essence of physical evolution is movement away from the more simple towards the more complex. But in our social contacts we need to

(Continued on Page 46)

ATA Guest Speaker



MARCUS LONG

Dr. Marcus Long will be guest speaker at the Edmonton and Calgary City Conventions.

Born in Ireland, Dr. Long came to Canada in 1925. He is a graduate of the University of Toronto, holding degrees of M.A. and Ph.D. in philosophy. Following graduation, he taught in the University of Manitoba and in Brandon College until joining the Canadian Army in 1941. He served as personnel officer, rising to the rank of major, in Canada and overseas. Since discharge from the armed forces in 1945, Dr. Long has been professor of philosophy at the University of Toronto.

Dr. Long appears regularly on CBC-TV as chairman of the panel, "This Week", discussing national and international affairs. He is editor of *The Canadian Commentator,* a journal on Canadian and world problems, and is the author of *The Spirit of Philosophy* and other articles on education, philosophy, and public affairs.

This is Dr. Long's second visit to Alberta as ATA guest speaker. He attended the Annual General Meeting in Calgary in 1956.

Dr. Blatz to Address Public Meeting

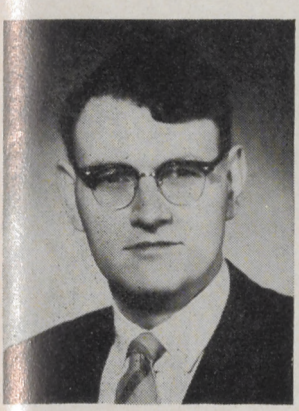
Officials of the Calgary City Convention have announced that Dr. W. E. Blatz, director of the Institute of Child Study, University of Toronto, will address a public meeting in Crescent Heights High School on Wednesday, February 5, at 8 p.m. Dr. Blatz will speak on the topic, "Are We Looking Forward or Backward in Education?"

A noted lecturer and author, Dr. Blatz is known widely as an expert in child psychology and mental hygiene. He is scheduled to address sessions of the Calgary City Teachers Convention on Thursday and Friday, February 6 and 7. This will be Dr. Blatz's fourth visit to Alberta as a speaker at ATA Conventions.

Dr. Blatz holds his B.A., M.A., and M.B. degrees from The University of Chicago. He is consultant to the Toronto Family and Juvenile Court and the Department of Psychiatry of the University of Toronto. In recent years, he has appeared on a number of national radio and television network programs.

ATA February Conventions

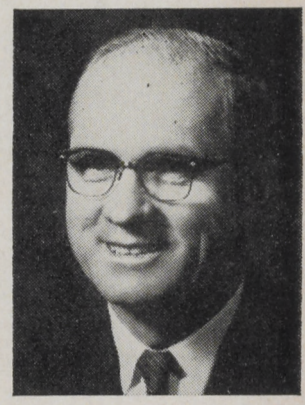
Edmonton City — February 3 and 4 at Strathcona and Victoria Composite High Schools and the Jubilee Auditorium



A. ARBEAU



VIOLET SYROTUCK



T. C. BYRNE



W. PILKINGTON



INEZ K. CASTLETON

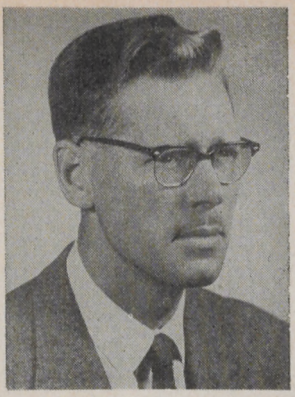
Locals — Correspondence School, Edmonton Public, Edmonton Separate, and West Jasper Place.

Convention Officers — Arthur Arbeau, president; Hubert M. Smith, corresponding secretary; and Mrs. Violet Syrotuck, recording secretary.

Visiting Speakers — Dr. Marcus Long, Alberta Teachers' Association guest speaker; Dr. J. B. Kirkpatrick, University of Saskatchewan; Miss Wynona Mulcaster, Saskatchewan Teachers' College; Rj Staples, Regina; Miss Betty Mitchell and R. A. Roberts, Calgary; Dr. T. C. Byrne, Department of Education; W.



ERIC C. ANSLEY



A. D. G. YATES

Pilkington, Faculty of Education; Mrs. Inez K. Castleton, Eric C. Ansley, and A. D. G. Yates, Alberta Teachers' Association.

Superintendents — H. E. Beriault, A. A. O'Brien, W. P. Wagner, and C. B. Willis.

High School Inspector — Dr. R. E. Rees.

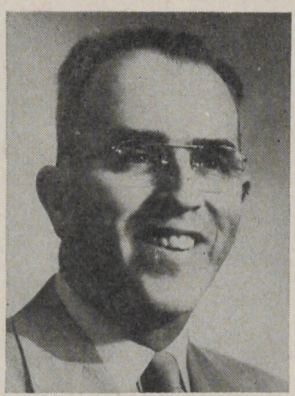
Form of Convention — General and group sessions; theme, fine arts.

Entertainment — Supper dance.

Calgary City — February 6 and 7 at Crescent Heights High School



EVA JAGOE



E. C. BALDWIN



PHYLLIS M. LIGHT

Locals — Calgary City and Calgary Separate.

Convention Officers — E. C. Baldwin, president; Phyllis M. Light, secretary; and Dorothy M. Manuel, publicity chairman.

Visiting Speakers — Dr. Marcus Long, Alberta Teachers' Association guest speaker; Dr. W. E. Blatz, University of Toronto; Senator D. Cameron; C. Hampson; Miss E. Luxton; Miss Berneice MacFarlane; Dr. M. Wyman; Mrs. Inez K. Castleton, Miss Eva Jagoe, and Eric C. Ansley, Alberta Teachers' Association.

Superintendents — R. A. Cannon and R. W. Warren.
High School Inspector — L. W. Kunelius.
Form of Convention — General and workshop sessions, panels and seminars; theme, education through the arts.
Entertainment — Banquet (Wednesday) and dance (Thursday).

National Health Week

THE week of February 2-8 marks the fourteenth observance of National Health Week, sponsored by the Health League of Canada in cooperation with departments of health and education from coast to coast.

The idea of special weeks to celebrate everything from peanuts to barbershop singing has caught the imagination of promotion and advertising specialists, who employ their weeks to sell their products. National Health Week has nothing to sell and is not a publicity stunt—it is aimed at helping all Canadians to help themselves to health.

Let's pause to consider why health is so important to a country. It has been proven that the greatest single cause of poverty is sickness. Does the average Canadian realize, for instance, that only last year, Canadians lost a total of 154,881 years of time from work through illness? When the breadwinner falls ill, the whole family suffers. Debts may be created at the time of the illness which burden the rest of the family for years, preventing the children from continuing their education, meaning lower income jobs for them when they become adults, and privations for their children in turn, and so on through generations. Consider these health facts—

√Accidents—More children in the 5 to 14 years-of-age group die by accidents than by all eight principal diseases combined.

√Alcoholism—There are four times as many alcoholics in Canada as there are persons with tuberculosis. Alcoholics lose 18.7 days from work every year, or twice as many as normal workers.

√Cancer—More than two Canadians die of cancer every hour of the day and night.

√Dental health—The use of fluoridated water would prevent as much dental disease as the total number of dentists now in Canada are able to treat. Only 35 percent of the Canadian population receive dental care of any kind in any one year.

√Mental health—There are more hospital beds occupied by the mentally ill at one time in Canada than by patients suffering from all other types of illness taken together.

√Poliomyelitis—A number of cities report that, when Salk Vaccine was offered free of charge to pre-school age groups, the attendance at these centres was disappointing.

Carelessness of the health and safety of ourselves and our children creates the above picture. To go back a bit further, what creates the carelessness in the first place? It seems we are becoming only too ready to have others do our thinking and our acting for us.

Health Week is designed to create active participation in health matters on the part of every citizen. If there is a health problem in any community, the citizens can form a comittee and, using National Health Week as a springboard, create an organization which will solve the problem, not only during National Health Week, but all through the year. Health can't be bought, but through active participation, it may be achieved.

A Sense

HIS life went out on a rising curve." So went the description of William Rainey Harper, the founding president of The University of Chicago who died at 50. He lived a fulfilled life. His cup ran over.

But what would the curve of life look like for the average man in Ohio, the segregated Negro in Mississippi, the elderly peasant living in a mud hut in the Middle East, or (let us add) the so-called 'successful' man in the United States? We can be sure, of course, that most of them will not fulfil their possible growth. The Negro and the peasant will not have an adequate chance. Unfortunately, many adults everywhere will show an early plateau in their intellectual and spiritual development. They won't be much different at 35 than they were at 25. They won't know much more, be much wiser, more sympathetic, more critical. Some will just half-live and vaguely sense it; others will know clearly that their lives are not fulfilled.

What is fulfilment? I mean by fulfilment an opportunity to do one's best and to share one's best with others. I know that cultural values differ and that best can mean different things in different places. But some values are universal. All of us would agree that trust is better than suspicion, that confidence is better than fear, that love is better than hate, that sharing is better than hoarding.

How are these universal values now distributed throughout the world? How is the average man doing these days? Are little boys and girls in India or Indonesia or Middle Africa growing up big and tall, full of pride? Or are their lives thin, meagre, unfulfilled?

UNESCO reports that only one-half of all the children in the world are in school and that a billion adults cannot read or write. In the United States, 10 to 15 percent of our adults are functionally illiterate, have not achieved a fourth-grade education. These adults are always dependent upon others for their information about the past and the distant.

Certainly a person cannot do his best, be fulfilled, if he is chronically undernourished. Reports from the United Nations show that as many as one-third of the people of the world do not have a diet adequate to furnish the vitality needed for hard work and to withstand infection. Indeed the average villager in many parts of the world lives on a hand-to-mouth basis. He does not have to worry about the future because he spends his time worrying about the present. No nation and no individual can be fulfilled if they do not have enough to eat.

But man's spirit is more important than his body. Respect is more important than rice. A man cannot be fulfilled if he is treated as an inferior or if he treats others as inferiors. Neither slaves nor masters can live fulfilled lives. Fulfilment comes only in an atmosphere of moral equality.

Self-respect is, therefore, a necessity for fulfilment. One must be able to look into a mirror and say: "You look all right to me." This is seemingly very hard for many people to do. It is easier for them to say: "Man, what a worm you are, how inconsequential, how dispensable."

I once asked a group of ministers whether they thought they were indispensable. Most of them said they were

of Fulfilment

EDGAR DALE

not, even though the indispensability and uniqueness of man is what they preach every Sunday. Certainly you cannot convince others that they are indispensable unless you think this way about yourself.

A Pittsburgh teacher once asked a class of fourth-graders to tell what they wanted to be when they grew up. They were going to be lawyers, nurses, bakers, engineers, firemen. As they talked, the superintendent of schools walked in. The teacher saw poor little Johnny in the last seat at the back of the room. She just knew he would say something that would be ridiculous, off the point, or mirth-provoking. She hoped that the superintendent's visit would be the short one typical of most executives. But he stayed on, and finally it was Johnny's turn to tell what he would do when he grew up. He said, "When I grow up, I am going to lead a blind man."

Perhaps Wordsworth was thinking about the future Johnny's when he wrote about "that best portion of a good man's life, his little, nameless, unremembered acts of kindness and of love".

Maybe Johnny is the man who stopped with his beat-up Chevrolet and helped me get my car out of a snow bank one night on a mountain just outside of Uniontown, Pennsylvania. The doctors, the lawyers, the bankers in their big automobiles whizzed past. They had forgotten or never knew that the way to be fulfilled is to share, to help someone in need, to lead a blind man.

Sometimes the opportunity for fulfilment comes and the moment of decision is not sensed. How important it is to have a mentor who can then speak a word of encouragement, or give a bit of sage advice. There was the Louisville principal who said to a high school senior: "If you and I don't do this kind of work, who will?" Or the word of warning: "You love a well-grooved rut too much." Or the word of encouragement: "I'd like to see you get a Ph.D." He is fortunate indeed who is urged toward fulfilment by the good word at the right time.

What would happen if through some miracle we began to consider seriously how to achieve our own fulfilment and the fulfilment of others? Suppose every employer were to say: "My product is people. What can I do to see that those whose lives I touch shall have a rich opportunity to be fulfilled?" Suppose teachers could discover that every child in their classes was unique in some important way. Suppose that this was the heart and core of the definition of an able teacher: "He searched for the differences in children that make a difference." Such acts would, of course, create a revolution in human conduct.

Let us suppose that for a small fraction of the day we forgot about military preparedness as a way of thwarting the Soviet Union or China and asked: "What could we do to see that the lives of the six hundred million people in China and the two hundred million people in Russia were fulfilled?" What if we said that since we are a democratic, self-respecting people, we shall, if necessary,

meet them more than half way? Suppose we remembered the old Rabbinic parable about the king's son who had wandered away from home and despaired of his ability to find his way back? "Come back as far as you can", was his father's message, "and I will come to meet you the rest of the way."

What suggestions are coming from colleges and universities regarding ways in which the spirit of man can be fulfilled? We usually hear that we ought to teach more mathematics, more science, so that we can get ahead of the Soviet Union. We are kidding ourselves, of course, if we think this is the way to salvation. The eventual victory, whatever its form, will not go to the nation with the best scientists. It will go, instead, to those who understand how the spirit of man is best fulfilled.

This is the role of those arts which truly liberate. Who speaks for them today in all this clamor for science and mathematics? If you want to build a decent world, help people lead fulfilled lives, then set up a talent search for creative artists—poets, writers, philosophers. Who understands modern man anyway? Does our State Department? Our intellience staffs abroad?

I would go first to such mature insights as: "Ripeness is all", "No man is an island", or to the contemporary significance of Isaiah's "Blessed be Egypt My people, and Assyria the work of My hands, and Israel Mine inheritance".

We ought to be aware of any program whose net effect will cause us to increasingly resemble what we are fighting against. We'd be like the inadequately clad man who ran out of his house one wintry night and caught a squalling cat that had kept him awake. He held it at arm's length and said: "Now freeze to death!"

The recent revolt in Hungary was not sensed or anticipated either by the defectors from Hungary or by those employed to study the data secured from these defectors. In the *Journalism Quarterly* for Winter, 1957, a review of the book *Satellite Mentality* states that: "By no means did the authors, or respondents, predict the recent satellite uprisings. On the contrary, hopelessness in regard to liberation so overwhelmingly pervades the replies that one might never have guessed the revolts were so near the surface and so imminent."

Who can help us understand how people everywhere feel about their own fulfilment? Is it possible that we have grown so fat and comfortable in this country that we have become insensitive to the spiritual hunger of people in other lands? Mothers, we know, may be awakened by the tiny cry of their babies but may not hear a clap of thunder. How do you hear the tiny voice in Africa or Asia asking to be heard? Or do you wait until it becomes a thunderclap?

Is there a recipe, a basic plan for self-fulfilment, for learning how to help others to be fulfilled? I have suggested some possibilities. I shall repeat them and add others.

First, we must commit ourselves firmly and thoughtfully to the ideal of the greatest growth of the greatest number no matter where they may live—in our town or in our world.

Second, we must realize that the sharing of respect, of power, of economic development, is the essence of the democratic process. This is the basic route to fulfilment everywhere.

Third, we cannot help others live fulfilled lives unless we sense what fulfilment really means. We must make a continuing inventory of our own fulfilment. Are we living on a stale plateau with nothing fresh and vigorous stirring our lives? Are we spending our leisure time seeking new ways to be bored? Is our malaise really a lack of self-fulfilment?

Fourth, the route to peace and flexible world stability is more likely to come through an increase in fulfilment of men's lives everywhere than through an increase in armaments. We have maintained that our huge armaments were a shield behind which movements for peace might have a chance to grow. Are

(Continued on Page 44)

President's Column



Premier Manning has announced the appointment of the six-man Royal Commission to study elementary and secondary education. The work of this Commission is of utmost importance, not only to all Alberta teachers but to all Alberta citizens.

Toward the end of October, 1956, the resolution adopted by the previous Annual General Meeting, requesting the Department of Education to make a survey of elementary and secondary education in Alberta, was presented to the Minister of Education and to departmental officials. At the request of the Hon. A. O. Aalborg, we presented this resolution to Premier Manning and the Executive Council of the Government of the Province of Alberta the following day. The Premier and cabinet ministers showed considerable interest in our request, and we were pleased that the government subsequently, in the Throne Speech last February, announced that a comprehensive study would be made of the various phases of the elementary and secondary school system of the province.

When it appeared certain that such a study would be made, the Association spent some time defining more certainly the objectives which should be covered by such a survey. An inclusive resolution, P66/57, on this matter was discussed and passed by the Annual General Meeting last April.

It was with some regret that we have learned that the whole area of school finance will be specifically excluded from the terms of reference. On the other hand, we are pleased that the Commission will be concerned with objectives in education from Grades I to XII, that it will spend time considering curricular programs at various school levels, and that it will have some concern for study of the attainment of school pupils and procedures governing their classification and promotion. Also included will be matters such as the study of various special services now offered by a number of school systems in the province, the types of school organizations which now exist, and the use made of various physical facilities. The Commission has also been instructed to study the matter of the quality and supply of teachers and the relation of the educational system to the requirements of industry in the modern community.

In our consultations with the Minister of Education, we have recommended that the Alberta Advisory Committee on Educational Research would be the most competent group to undertake the necessary technical study. In the opinion of many, the presentation of briefs and the conduct of appropriate research might require a period of up to two years to prepare a thoroughly comprehensive and detailed evaluation of education in Alberta today. Quite possibly benchmarks might be established with which to compare in future years.

The Alberta Teachers' Association wishes to assure Senator Cameron, the chairman of the Royal Commission, and his commissioners, of this organization's full support in the conduct of the inquiry. It is our sincere hope that in a matter of such grave public concern, the Royal Commission will have all means at its disposal to do justice to the gigantic task which lies ahead.

When a Student Seeks Advice

in choosing a career he will often turn to you, the teacher, for counselling.

To help him make his choice, you will advise him to consider these important factors among others . . . opportunities for further advancement . . . the chances he will have to get ahead in life . . . the prospects of a rewarding and respected career.

You may want to know more about the career opportunities the Canadian Army can offer the young man of today. Here, in brief, are some of the more important career possibilities:

Officer Careers
Regular Officer Training Plan

This plan, which applies to all three services, the Army, the Navy and the Air Force, provides for the training of young men as officers for the Regular Forces. It offers young men between 16 and 21, with matriculation credits, an opportunity to obtain a College education at one of the Canadian Services Colleges, or at one of several selected Canadian Universities and affiliated Colleges. The plan is financed by the Department of National Defence. All tuition costs are paid, and allowances made to meet other expenses incurred in obtaining a college education. Uniforms, medical and dental care, food and lodgings or allowances in lieu, are provided. Students also receive pay while learning. Successful completion of this programme qualifies Army Cadets as Lieutenants in the Regular Army and prepares them for a sound military career. Applications must be made before July 1st annually.

Soldier Apprentice Careers
The Soldier Apprentice Plan

Each year the Canadian Army offers a limited number of young men of sixteen the opportunity to combine trades training with military training, and at the same time, improve their academic standing. Apprentices train for two years under the steadying and careful supervision of picked civilian and military instructors, and, depending upon their interests and abilities, apprentices are taught one of the twenty-two trades offered.

Apprentices receive half pay until they are 17 years of age and then full pay.

A new class starts each September, however, young men may apply at any time. The minimum educational requirement is Grade 8.

Regular Soldier Opportunities
Three Year Enlistments

For the young man who cannot take advantage of the Regular Officer and Soldier Apprentice Training Plans there are many worthwhile opportunities available through regular enlistment in the Canadian Army. The initial enlistment is for three years, years which will be the greatest years of his life and full of worthwhile training, travel and adventure. It is a healthy outdoor life with the pleasure of companionship of young men. Self discipline and how to manage men are taught along with many useful skills. This is fine training to prepare a young man for responsibilities he will meet if he returns to civilian life, or for his career in the Army if he chooses to stay. Applicants must be 17-40 and able to meet Army test requirements.

If you would like an Army officer to address your class or school on the opportunities available in the Canadian Army, please write:

Army Headquarters,
Director of Manning,
OTTAWA, Ont.

Energetic search for the uncommon man

The Great Talent Hunt

The objective value which the world attaches to a college degree cannot escape the notice of youth

WE are witnessing a revolution in society's attitude toward men and women of high ability and advanced training. For the first time in history, talented men and women are very much in demand on a very wide scale. Today, as a result of far-reaching social and technological developments in our society, we are forced to search for talent and to use it effectively. Among the historic changes which have marked our era, this may in the long run prove to be one of the most profound.

Certain consequences of this revolution are immediately apparent. These have been years of unprecedented opportunity for the able and highly educated man. Never in the history of America have so many people spent so much money in the search for talent. The identification of gifted youngsters and the effective nurture of their abilities are problems of renewed interest to educators. Shortages in professional and scientific fields have become a national preoccupation.

The demand for educated talent is rooted in the nature of our life and time. It runs far deeper than the much advertised shortages of the moment. Now we are experiencing a transitory problem due to the low birth rates of the 1930's. This will pass. And some of the current shortages are due to the intensive program of military research and development. This may or may not pass. But we speak here of the deeper, stronger trend that has been in the making for centuries and is just coming to full fruition. Here is a demand that grows out of the nature of our society, out of the rate of technological innovation, and out of the consequent social complexities which beset us. We are just beginning to understand that one of the distinguishing marks of a modern, complex society is its insatiable appetite for educated talent.

It is not just technologists and scientists that we need, though they rank high in priority. We desperately need our gifted teachers, our professional men, our scholars, our critics, and our seers. There is a new emphasis on the role of higher education in our national life. Virtually the total future leadership of our society — political, cultural, industrial, technical, professional, educational, and agricultural—is today being channeled through the colleges and universities. As the cradle of our national leadership, the vitality and excellence of these institutions become a matter of critical importance.

Recruiting efforts

The high market value of educated talent is attested to in the energetic recruiting efforts that have developed in the search for the uncommon man. No one who has watched the emergence of these recruiting practices over the past two decades can fail to be impressed with them. Great law firms, which 20 years ago waited regally for the law school graduates to knock at their doors,

now carry on shrewd and effective recruiting programs. Government agencies comb the colleges for promising recruits. Great corporations send recruiting officers to every major campus.

The demand for individuals of high ability is now so familiar to us as to seem wholly unremarkable. But now a look at the future is in order. What are some of the discernible consequences of this new position of educated talent?

One consequence is already obvious: we shall give far more attention to the effective development of human capacities than we have in the past. Stung by the appearance of grave shortages in various fields, we have already given renewed effort to the early identification of gifted youngsters. Sooner or later we shall inevitably be led to more adequate special provisions for the education of such youngsters. Concern for the full use of human capacities will produce intensive efforts to salvage the able youngsters who are now lost to higher education.

The barriers of financial need and inadequate motivation which prevent able youngsters from continuing their education will be the subject of concerted attack in the years ahead. Active guidance at elementary and high school levels will bring to the attention of the gifted student and his parents the potentialities which he has for further education. Increased scholarship assistance will be provided for needy young people. In these and innumerable other ways we shall try to discover and make full use of all the sources of talent in the population.

Competition grows

Another consequence of the new position of educated talent is that competition will become far more intense in the educational system. This is already apparent to some degree. The objective value which the world attaches to a college degree cannot escape the notice of youth. They know, for example, the armed services recognize a college degree as creating a strong presumption that the possessor is officer material. Similarly, growing evidence of the value which the world attaches to high grades cannot escape attention. The representatives of great corporations who appear on the campus each year to interview the top quarter or top half of the class have left an indelible impression on many a sophomore and junior.

This intensified competition will extend even farther down the line in the years to come and will pervade all of our schools. The never-ending talent hunt, the incessant testing programs, and the emphasis on achievement will create a heightened awareness of individual differences at much earlier age levels. One can hardly regard these as wholly attractive consequences. Indeed, they are in some respects highly unattractive. One must hope that ways will be found to soften the edge of competition and minimize harsh comparisons of individuals. And one must hope, too, that we shall have the wisdom to avoid a tyranny of the aptitude tester.

Familiar dilemma

Another consequence of the new position of educated talent will be a steadily advancing emphasis on specialization; and this poses a familiar dilemma. The tremendous rewards for specialization encourage narrow training. For certain purposes of science, business, and government, this is useful, but a world of ever-ramifying specialties soon cries out for generalists. Someone must be able to see and to cope with the larger relationships.

With this problem in mind, the most forward-looking of our colleges and universities are making active efforts to ensure that every specialist will proceed from a base of general education so that he will have some flexibility and breadth as a background for specializing. This is important because, speaking precisely, what the future is going to demand is specialists who are capable of functioning as generalists.

There are other reasons for avoiding narrow specialization. The generally high

demand for educated talent cannot be taken as a prediction of high demand for every special field. The youngster who trains himself narrowly, expecting that there will always be a demand for his specialty, may be in for a nasty jolt. The rapid rate of social change and technological innovation makes it impossible to promise stability within narrow professional fields. The way in which a given group of specialists is required to function may change over night. A new professional field may take over the functions of an older one. Skills arduously acquired may grow out of date in a decade.

The only safety for the years ahead lies in a professional training sufficiently broad and flexible so that the individual can survive ups and downs of specific demand and adapt himself to changing situations. Flexibility and generality of training have become part of the job insurance of the expert.

Given such breadth and flexibility, the highly trained man can look to the future with considerable confidence. There are those who fear the present prominence of education is wholly a product of the economic boom. They fear, for example, our heavy college enrolment would not survive a setback in the economy. This is most unlikely. During the great depression of the 1930's, college and graduate school enrolments did not drop. They rose markedly. And yearly expenditures for scientific research and development more than doubled during the thirties.

Education does pay

This is not to say that the educated man enjoys a generalized invulnerability to economic setbacks. But men of high ability and advanced training will probably suffer less from hard times than any other sector of society. Although we all know of exceptions, the data on hand indicate that on the average the college man outstrips the non-college man in every measure of worldly success. American higher education has a central role in the vital tasks now being pressed on it. On the whole, over exciting decades of growth, our colleges and universities have found strength and leadership for their responsibilities.

Never have so many spent so much money in the search for talent. This article is from the Annual Report of the Carnegie Corporation and appeared in *The Education Digest*, April, 1957.

Now, however, the one anomalous and disconcerting feature of this entire picture of vast growth and vitality is that the American citizenry has not yet faced up to paying the bill. Our educational institutions are already groaning under financial burdens which they feel incapable of bearing. And now they are faced with the requirement that they double or treble in size. But these problems, grave though they may seem at the moment, are not the only problems facing colleges and universities as they gird themselves for the years ahead. The American people, in the excitement of pyramiding new tasks on the colleges and universities, need to be reminded of some of the old tasks.

Technique plus breadth

Most of all, they will do well to remember that the first concern of higher education is the intellectual development of the individual student—not because there is a shortage to be met, not because there is a job to be filled, but simply because we value the realization of individual potentialities. They will do well to remember, too, that excellence is a time-honored preoccupation of colleges and universities. We shall be tempted, under pressure of huge enrolments ahead, to let up on standards. Posterity will not forgive us for that. Nor will posterity forgive us if we turn out men whose technical skills are not matched by their breadth of comprehension, by

their grasp of their own heritage, by largeness and liberality of mind.

In the years ahead the able youngster is going to receive very special attention. He is going to have lavish facilities at his disposal for the development of whatever gifts he may have. Such treatment entails deep obligations. If we do not give able youngsters a profound sense of this obligation, if we do not give them an abiding sense of responsibility to the society which has dealt with them so generously, we shall have done an injustice both to them and to the nation.

It cannot be said too often that more college degrees may not necessarily bring any increment in virtue or wisdom. Whether we shall have a steady flow into our leadership ranks of wise, liberally educated men and women with the creativity and the sense of values which the future demands, or whether we shall have a paralyzing flow of skilled opportunists, time-servers, and educated fools, depends wholly on the sense of values we follow.

Canadian Juvenile Book Award

A cash award of $1,000 is offered for the best Canadian juvenile manuscript in a book competition recently announced by Little, Brown & Company (Canada) Limited, in association with Little, Brown & Company.

The competition, which closes on January 31, 1959, is open to any Canadian citizen or resident. Manuscripts may be fiction or non-fiction, for either boys or girls of any age group, and must be in English. Only manuscripts of original unpublished work, typewritten, will be considered.

The author of the prize-winning manuscript will receive the sum of $1,000 at the time of the announcement in June, 1959. The author will grant to the publisher all book rights and subsidiary rights, and will receive royalties on all copies sold in Canada and the United States, in accordance with the usual terms of the publisher's contract. The two associated companies will have the first offer of the winning author's next two juvenile manuscripts on terms to be arranged.

Manuscripts will be judged by members of the editorial staff of the companies. Communications and manuscripts, with sufficient return postage, should be addressed to Little, Brown Canadian Juvenile Book Award, Little, Brown & Company (Canada) Limited, 25 Hollinger Road, Toronto 16, Ontario.

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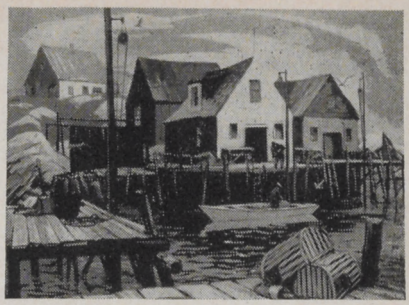
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Edmonton
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Disposition of Resolutions Adopted by the AGM, 1957

The resolutions have been dealt with and/or referred as indicated. (They are referred to by number and in the same order as printed in the May, 1957 issue of *The ATA Magazine.*)

C 8—incorporated in short-term policy as S31/57
C11—incorporated in short-term policy as S32/57
C19—referred to executive officers for investigation
C20—incorporated in short-term policy as S33/57, and referred to the Department of Education
C22—incorporated in short-term policy as S34/57
C25—referred to the general secretary—a report will be made to the 1958 Annual General Meeting
C26—referred to local associations for information and action
C27—no further action taken
C29—incorporated in short-term policy as S35/57, and referred to the ATA Pension Committee
C30—incorporated in short-term policy as S20/57, and referred to the ATA Pension Committee
C31—incorporated in short-term policy as S36/57, and referred to the ATA Pension Committee
C34—incorporated in short-term policy as S37/57, and referred to the ATA Pension Committee
C35—incorporated in short-term policy as S38/57, and referred to the ATA Pension Committee
C36—incorporated in short-term policy as S39/57, and referred to the ATA Pension Committee
C44—incorporated in policy as P 8/57
C45—incorporated in policy as P11/57
C46—P12/55 amended as P12/57
C47—incorporated in policy as P22/57
C48—P25/55 amended as P25/57, and referred to the Executive Council of the Government of the Province of Alberta and to the Department of Education
C49—incorporated in policy as P26/57
C50—P27/53 deleted from policy
C51—P30/56 deleted from policy
C53—P36/55 amended as P36/57, and referred to the Department of Education
C54—incorporated in policy as P38/57
C55—P54/54 amended as P54/57
C56—P55/55 amended as P55/57
C57—P57/54 amended as P57/57
C58—incorporated in policy as P58/57, and referred to the Executive Council of the Government of the Province of Alberta and to the Department of Education
C59—P64/54 amended as P64/57
C60—incorporated in policy as P66/57, and referred to the Executive Council of the Government of the Province of Alberta and to the Department of Education
C61—incorporated in policy as P27/57
C62—incorporated in policy as P80/57
C63—incorporated in short-term policy as S41/57
C64—referred to the general secretary-treasurer and assistant general secretary for investigation and report
C65—incorporated in policy as P81/57
C66—incorporated in short-term policy as S40/57, and referred to the ATA Pension Committee
C78—referred to local associations for action
C79—referred to the ATA Finance Committee for action
C80—incorporated in policy as P30/57, and referred to the Department of Education

Disposition of Resolutions Referred to the Executive Council of the AGM, 1957

(The resolutions are referred to by number and in the same order as printed in the May, 1957 issue of *The ATA Magazine*.)

C 4—further explanation requested from local association

C12—referred to the general secretary-treasurer for investigation and report

C13—approved and referred to fall convention secretaries

C23—referred to the general secretary-treasurer for investigation and report

C24—referred to an executive committee for investigation—a report will be presented to the 1958 Annual General Meeting

C33—referred to the ATA Pension Committee

C40—referred to the ATA Pension Committee

C41—referred to the ATA Pension Committee

Shell Merit Fellowships

Shell of Canada has announced that the number of Shell Merit Fellowships to be awarded to secondary school science and mathematics teachers annually will be increased from six to ten in 1958. The fellowships, inaugurated in Canada in 1957, provide leadership training for the teachers at special summer seminars at Cornell and Stanford Universities, and were developed by Shell to help relieve the shortage of scientists and engineers by strengthening the teaching of high school chemistry, physics, and mathematics, and thus encouraging more young people to plan careers in science.

In addition to all tuition and living expenses, fellowship teachers receive an allowance for travel and $500 in cash to help offset the loss of other summer earnings. Teachers attend lectures and laboratory sessions, hold group discussions with scientists, and visit nearby research installations. Everett Edgar Hunt of Edmonton was a fellowship winner in 1957.

Requests for application forms from teachers living west of the Ontario-Manitoba boundary should be sent directly to the School of Education, Stanford University, Stanford, California. Forms must be returned by February 1.

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PUBLIC NOTICE
PROVINCE OF ALBERTA

Notice is hereby given that the Government of the Province of Alberta has appointed a Commission and has authorized that Commission to study and consider the aims and objectives essential to maintain a proper and adequate educational program for pupils of the elementary and secondary schools of the Province, and to inquire into the various aspects of elementary and secondary education as they relate to the schools of Alberta. Interested persons may secure a copy of the terms of reference of the Commission by writing to the secretary.

Notice is further given that during the months of May and June the Commission will hold public hearings in Edmonton, Calgary, Lethbridge, Medicine Hat, Red Deer, Grande Prairie and, perhaps, in other places for the purpose of receiving briefs and submissions from persons and organizations relative to the matters under deliberation. Publication will be made in the press, in the localities selected, of the times and places of the public hearings, at which times and places all interested parties must be prepared to present their respective submissions.

Ten copies of all briefs and submissions must be filed with the Commission secretary during the interval of time March 1st to April 15th, 1958. All submissions are to be typewritten and double-spaced, using one side of the paper only.

Dated at Edmonton this 3rd day of January, A.D. 1958.

R. E. REES
Secretary
Royal Commission on Education
Room 723, Administration Building
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NEWS from our Locals

Calgary Northeast Sublocal

The sublocal is operating this year under the presidency of H. H. Mumby. Mrs. I. D. Baxter is secretary-treasurer and Mrs. J. Luft, press correspondent. The use of physical education equipment was the topic of discussion at the November meeting. A panel of four teachers, Mrs. M. A. Micklethwaite, Mrs. F. Randall, F. Worger and L. W. Bunyan, reported on methods used in their respective schools. Several ideas growing out of discussion concerning ways of improving convention programs were referred to the convention committee. The suggestions included the use of Canadian teachers and industrial executives as guest speakers, more stress on social aspects, and more free time between sessions.

Camrose City Sublocal

Teachers present at the sublocal meeting on December 11 were asked to state their opinions about giving standardized examinations such as were administered in all subjects to students in Camrose School Division and Camrose City in June, 1956. The majority of the teachers were in favour of such examinations, but agreed that the number of subjects tested could be reduced. The St. Patrick School staff afterwards entertained the members and served lunch. Everyone exchanged impressively wrapped 25 cent gifts and had a hilarious time unscrambling the names of colleagues.

Camrose South Sublocal

The sublocal's regular meeting was held on December 9 in the Meeting Creek School. A gift was presented to Mrs. H. Scott to honor her for her long service in the teaching profession. Mrs. E. M. Kirchmeir and Mrs. G. I. Saffran agreed to act as coordinators of the poetry committee. The meeting was followed by a short Christmas program in which the teachers took part.

Clive-Satinwood Sublocal

The sublocal meeting on November 27 was attended by 12 teachers. Members discussed a questionnaire on public relations for the first part of the business session. Later, J. S. Farewell spoke about suggestions for the formation of a committee to conduct educational research. Such a committee would choose for its research study a project or problem of vital concern to its members, which it should be able to carry through, solve, and report on. Members agreed that a research committee be formed and begin work as soon as possible in the new year.

Clover Bar Sublocal

The sublocal's December meeting was held at the Park Hotel. A discussion of ways of raising money for the group was introduced by Roland Lambert and Wilfred Fitzpatrick. Mr. Fitzpatrick suggested travelling expense reimbursement for teachers who arrange standardized tests. Allen Schindeler, convention committee member, discussed with the teachers plans for making the convention more satisfactory and profitable. The improvement of workshops was also discussed. It was agreed that a period should be set aside in sublocal meetings for a study of school problems. This meeting concerned itself with discipline in the classroom. It was agreed that praise makes for a positive classroom atmosphere and that the use of the strap serves little purpose in the upper grades. Paintings of the Cana-

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dian artist, Tom Thompson, were shown on colour film after the business meeting.

Foothills Local

The local meeting on December 4 was concerned with the organization of a new sublocal, made necessary by the increasing number of teachers in the division. S. Nichols was chosen as president, Mrs. B. Raycraft as vice-president, and Mrs. Jane Harris, secretary-treasurer. District Representative Ralph McCall addressed the meeting on the subject of pensions.

Milk River-Masinasin-Coutts Sublocal

J. Sisko presided at the November 18 meeting of the sublocal. The election of officers was the main business of the meeting, which was attended by 18 teachers. The new slate is as follows: Mr. Sisko, president; Caroline Waranoski, vice-president; Bob Hulet, secretary-treasurer; Vic Brosz, local representative; Mrs. A. A. Campbell, press representative; and Mrs. L. Dawson, J. Lesowski, and E. Rivers, salary policy committee members. Mr. Sisko thanked the retiring executive, welcomed incoming officers, and introduced new teachers. A bonspiel has been planned for early in February.

Mundare Sublocal

The December meeting of the sublocal proved highly successful, despite the unfortunate absence of expected guests because of a misunderstanding. The attendance of members was almost a hundred percent. High School Inspector R. E. Rees, who was in town on an inspection visit, joined the meeting to hear Eric Hale speak about schools in India where he received his education. Dr. Rees was called upon for a few words and told some interesting facts about a trip he made to Mexico during the summer.

Namao Sublocal

The following executive was elected at the November 5 sublocal meeting, attended by 16 teachers: Leon E. Tellier, president; D. A. MacDonald, vice-president; Mrs. D. E. Tanasiuk, secretary; Nick

Kraychy, councillor; and Mrs. Julia Cardiff, press correspondent. Meetings will be held on the second Wednesday of each month. New teachers were welcomed, and coffee time afforded an opportunity to get acquainted.

Neutral Hills Local

The regular local meeting was held in the Altario School on December 10. The track meet date was set as May 16. This is earlier than usual and will mean that training will get underway earlier in the spring. Helpful films for use at future meetings are to be reordered by the secretary. The meeting was interrupted by the arrival of Santa Claus, with letters, gifts, games, and fun. A vote of thanks was tendered to the Veteran School staff who planned the surprise Christmas party.

Peace River Sublocal

Sublocal officers were elected at a meeting on November 13. They are: Gary Potvin, president; Chester Dahms, vice-president; Christina Young, secretary-treasurer; Leon La Lumiere, press representative; and Mr. Dahms and Ronald Seward, councillors to the local. An agenda for the coming year was discussed and adopted. Some topics for future discussion include: aims and objects of the ATA, ATA organization, pensions, track meet organization, purchasing of professional books, and a report from the Banff Conference delegate.

Picardville Sublocal

Fourteen teachers were present at the second sublocal meeting which was held in Vimy on November 19. Mrs. L. Langford was nominated as vice-president, replacing the late Mrs. Bauer. MSI and Occidental Life Insurance hospitalization plans were discussed, with the final approval of MSI as a group policy.

Spirit River Local

Members in attendance at the local meeting on November 23 studied the scholarship program sponsored by the local and recommended several changes

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The Summer Session Announcement is now available for distribution. When applying for same, please use the form which appeared in the December issue of this magazine.

PLEASE NOTE

- Pre-session study is required in all courses.
- Except for English 2, the deadline for registration is April 30, 1958.
- Registrations in English 2 must be filed not later than February 15, 1958.

Address correspondence to:

Director, Summer Session,
University of Alberta,
Edmonton, Alberta.

in the regulations. The scholarship will be available to students or teachers from the Spirit River School Division who are taking second or third year in the Faculty of Education. The successful candidate must undertake to return to teach in the division. Results of the 1957 scholarship program will be published shortly. A donation of $20 was voted for the Alberta Advisory Committee on Educational Research. Resolutions to be presented to the 1958 Annual General Meeting were drafted and discussed. Ethel Fildes gave a report on the meeting held in Edmonton in October to discuss possible changes in the ATA Group Insurance Plan. The regular meeting day has been changed to Friday.

Stony Plain-Spruce Grove Sublocal

At the regular monthly meeting on December 9, the financial statement of the local association was submitted and adopted. Discussion then followed on various topics, including the functions of the interpretation committee; the improvement of the convention, particularly with regard to the management of the banquet and the allotment of time for discussion; ways of improving sublocal attendance; and salary negotiations.

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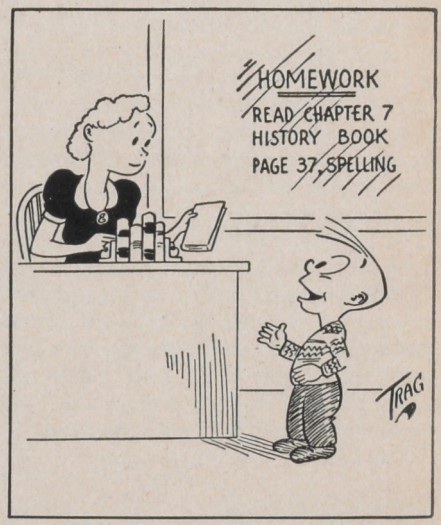
(Continued from Page 30)

we making good on this? Or have armaments become an end, not a means?

Fifth, do children live rich fulfilled lives in our homes, our schools, our churches, and synagogues? Or are children, like adults, living postponed lives? Are the means overshadowing the ends?

Finally, we ask. Are the lives of men and women, of boys and girls moving forward on a rising curve? Are they experiencing the rich fulfilment that every human being deserves?

Reprinted from **The News Letter**, April, 1957, published by the Bureau of Educational Research, Ohio State University.



"Must we have so much homework, Miss Boyd? I'm pretty busy these days. I'm a member of the interplanetary patrol and I've just joined the outer galaxy pioneers!"



To the Editor—

In response to a request from the Canadian Linguistics Association, the University of Alberta will conduct, as part of its regular 1958 Summer Session, a special Summer School of Linguistics. Dr. Ernest Reinhold, assistant professor of German, Department of Modern Languages, University of Alberta, has been appointed director of the project.

The following program of eight courses, all of which may be presented for university credit, will be offered: Classics 114Su (Comparative Classical Philology); Descriptive Linguistics 104; French 80Su (Language Philology); General Linguistics 105Su; Education 438 (Teaching English as a Second Language); English 70 (History of the English Language); English 91 (Modern English Grammar); and English 92 (Linguistic Geography).

All of these courses, with the exception of Education 438, are electives in the Faculty of Arts and Science. As such, they should be of special interest to teachers who are completing requirements for the B.Ed. degree with major and minors in English, French, or Latin. The Summer School of Linguistics will provide these teachers with the opportunity to secure courses not normally available at a University of Alberta Summer Session.

More detailed information concerning both the courses and the instructors who will be offering them may be found in the Summer Session announcement and also in a special Summer School of Linguistics brochure which may be obtained from the registrar, the director of the Summer Session, or from Dr. Reinhold.

Yours very truly
JOHN W. GILLES
Director, Summer Session
University of Alberta
Edmonton

To the Editor—

We believe with you that "Education is Everybody's Business" because we are both engaged in the tasks of education—you in your way and we in ours. That is why we are planning to place an item on Education Week in the January-February issue of our magazine *Health*.

For the fourteenth consecutive year the Health League of Canada is organizing and directing the observance of National Health Week, exactly one month ahead of Education Week, from February 2 - 8.

The League has nothing to sell, nothing to promote but better health, greater enjoyment of life, and lowered welfare costs for the people of Canada. Is that worthy of support? As one who has served 34 years in the schools of Ontario as teacher and principal, I unhesitatingly say that it is.

Yours sincerely
MURDOCH McIVER
Secretary
National Health Week

Editor's Note—Publicity material for National Health Week may be obtained from the Health League of Canada, 111 Avenue Road, Toronto.

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The Byline Beat

(Continued from Page 2)

We will hear more and more about the business of the shortage of trained people and the inadequacies of our school system. Let's hope that most people will retain their perspective. They will be helped by reading "The Great Talent Hunt".

Roy Eyres' story of the ATA Bonspiel shows that more rinks than ever competed and a hectic day was had by all. Too bad that more rinks from outside Edmonton weren't entered. Anyway, there's next year.

The months ahead are packed with meetings of various committees, preparations for the 1958 AGM, elections, resolutions, and our 'whopping' 9,000-name voters' list to appear in the February issue.

You are asked to take special note of the report on negotiations for sub-examiners' pay, and of the reports on the disposition of resolutions.

Our best wishes for successful conventions go to Edmonton and Calgary.

FJCS

On Writing Clearly

(Continued from Page 23)

put forward every effort to move from complexity to simplicity. This is as necessary in business as it is in international affairs.

The man who fails to try to write so clearly as to be understandable to the audience he desires to reach is lazy or affected. If he does not know the subject about which he writes he is a pretender. If he does know his subject and cannot express his thoughts he is merely incompetent.

The superior man writes as if he were interested in what he is trying to say, and as if it were vital to him that his readers should understand what is in his mind.



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Secretary's Diary

Annual General Meeting Resolutions

Mrs. Inez K. Castleton, president of the Association, headed a committee of the Executive Council that presented 25 AGM resolutions to the Hon. A. O. Aalborg, Minister of Education, and senior officials of the Department of Education, on December 20.

The matters that were discussed at some length included our annual request for amendments to the present tenure regulations in case of dismissal and transfer of teachers and principals, the Royal Commission on Education, a request that the Department extend field services in curriculum study, and teaching load.

In the matter of tenure, the Alberta Teachers' Association is convinced that teachers and principals should have the right to appeal dismissals and transfers to a neutral body like the present Board of Reference.

On January 14, the same committee presented 14 AGM resolutions to Premier E. C. Manning and the following members of his cabinet: Hon A. O. Aalborg, E. W. Hinman, A. R. Patrick, A. J. Hooke, R. Reierson, Dr. J. D. Ross, N. A. Willmore, R. D. Jorgenson, J. Hartley, and L. C. Halmrast. (Hon. F. C. Colborne and G. E. Taylor were unavoidably absent.)

At this meeting the discussion was limited to resolutions about tenure, the Royal Commission on Education, possible extensions of scholarships and bursaries, and our reasons for stressing the importance of fiscal independence of elected school boards, especially in relation to the county system of local government in Alberta.

Saskatchewan Teachers' Federation New Building

It was my honour to represent the Alberta Teachers' Association at the opening of the Saskatchewan Teachers' Federation headquarters building in Saskatoon, Saturday, January 11. Mr. John G. Egnatoff, president of the Saskatchewan Teachers' Federation was master of ceremonies. James R. MacKay, the first president of the Federation, cut the ribbon and declared the building officially open. The keys of the building were presented to G. D. Eamer, the secretary-treasurer, by Mr. Egnatoff. Mr. Egnatoff gave the dedication address, and the

Hon. Woodrow S. Lloyd, Minister of Education for Saskatchewan, was the guest speaker.

The Saskatchewan teachers are now the proud owners of a beautiful building, tastefully furnished, situated on the north bank of the South Saskatchewan River, halfway between downtown Saskatoon and the University. The private offices look out over the river and the valley. The main floor of the building consists of the general office, six private offices, the library, filing room, board room, and Credit Union offices. The lower floor consists of two conference rooms, a staff lounge, offices for *The Saskatchewan Bulletin,* and rooms for storing supplies and filing records.

The building is of modern architecture. At the side of the building, close to the main entrance, is a "thing", almost as tall as the building, which is called "The Tree of Knowledge" (species, tabula rasa). "It" has received as much attention in Saskatoon as our own "spaghetti tree" in Edmonton.

The Alberta Teachers' Association congratulates the Saskatchewan Teachers' Federation on its new home.

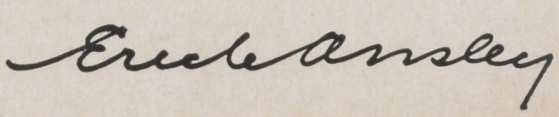
The Royal Commission on Education

The Royal Commission on Education was appointed by the Hon. John J. Bowlen, Lieutenant-Governor of the Province of Alberta, on December 31, 1957.

The terms of reference are quite extensive, including practically every phase of elementary and secondary education. Royal commissions are appointed to find out things. The members should be inquisitive and patient, ready and willing to listen to and consider all kinds of information, facts, and opinions about the subject under inquiry, before making up their minds. Judging from the terms of reference, this Royal Commission wants to learn about our educational system in detail. The Alberta Teachers' Association has a responsibility to make available to the Commission all the information about education it has accumulated, its opinions about present educational practices, and recommendations for improvements.

For the information of locals and teachers, the terms of reference of the Royal Commission will be printed in the February issue of *The ATA Magazine.* Also, letters are being sent to the secretaries of locals about local assistance and participation in the inquiry.

The Executive Council has appointed a committee responsible for the preparation and presentation of a brief to the Royal Commission on behalf of the Alberta Teachers' Association. H. J. M. Ross is chairman of the committee, and Eric C. Ansley is secretary. The other members are R. F. Staples, J. D. McFetridge, and Mrs. Inez K. Castleton.



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